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ABSTRACT

One of a series of global education instructional units, this unit on environments was designed to be infused with existing social studies courses aimed at students in grades 5-12. Concept-based and skills-oriented, the curriculum provides opportunities for students to develop an understanding of the nature and character of diverse global natural habitats, of the need for humans to adapt to natural surroundings for purposes of survival, of how the process of adaptation has affected human cultural and societal development, and of how humans have developed the capacity to adapt on a global scale. Following an introduction, the importance of combining geography education, ecological studies, and a sociological perspective in enhancing a student's global awareness is emphasized. A series of charts showing the concept to be taught, the topic, essential student outcomes, performance indicators, and content are included and these are accompanied by charts listing specific activities, print and nonprint materials, enrichment activities, and suggestions for evaluation. A rationale statement concludes the curriculum. (LH)

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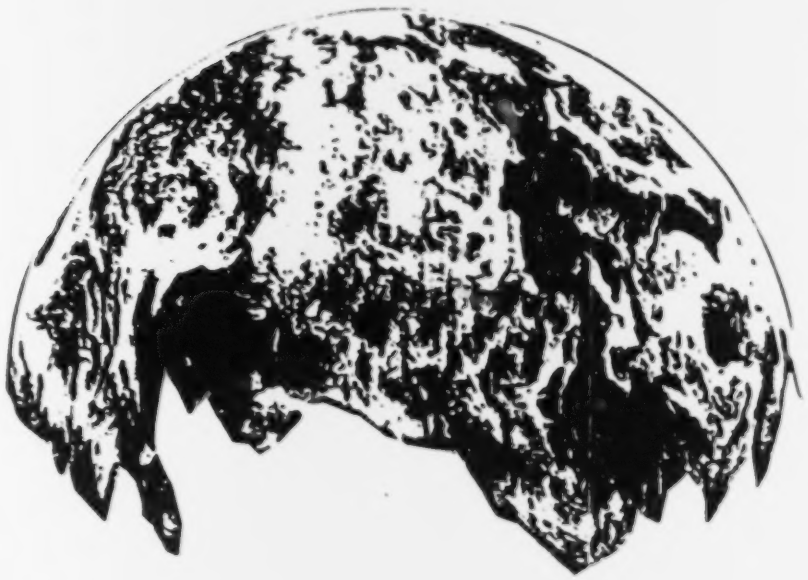
OUR COMMON HOME: EARTH

A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/ Social Environments



Richard Peters, ED D

GLOBAL HORIZONS

AUGUST 1985

SO 016 986

ENVIRONMENTS

ABOUT THE AUTHOR

Dr. Richard Peters has been involved with global education instructional program development since 1970 .

He has to his credit:

STUDENT ENVIRONMENTAL AWARENESS
(SEA) Program

MAN IN HIS ENVIRONMENTS Program

PEOPLE IN THEIR ENVIRONMENTS
(PIE) Program

HUMANS AND ENVIRONMENT LEARNING
PROGRAM (HELP)

In 1981, Dr. Peters founded GLOBAL HORIZONS: The Center for Applied Eco/Social Studies . Since that time, Dr. Peters has served as Projects Director.

Dr. Peters has been published in regional and national periodicals and by the ERIC system ... in the fields of curriculum development, environmental studies, global education, and social studies.

In 1982, Dr. Peters was the recipient of a Fulbright Grant to study culture/history in India .

HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

OUR COMMON HOME: EARTH is a concept based, skills oriented curriculum for grades 5 - 12 .

This GlobeGuide is designed to be infused with existing/on-going social studies courses and programs of instruction .

INTRODUCTION

In 1965, the Association of American Geographers stated that "for the United States ... to participate effectively in world affairs, its leaders and citizens must have a coherent understanding of the earth's regions and people" .

The Commission on International Education, American Council on Education (1984) stated that in order "to deal effectively with the multiplicity of problems (America faces) in this shrinking world requires an increasing international competence" . In order to maintain and increase this competence, Americans must be prepared to understand other peoples and societies well enough to be able to work effectively with them on a broad range of economic, political, and social issues. [1]

In Guidelines for Geographic Education (1984), the National Council for Geographic Education stated that "Americans' ignorance ... of the world will have dire consequences for our nation's welfare, strength, and global interdependence and for the effects we have on people in other nations. WE must strive to understand how the actions of our society influence other societies and how their actions affect us. A sound geographic education provides the concepts, information, perspectives and skills needed to understand ourselves, our

relationship to the earth, and our interdependence with other peoples of the world.

In short, geographic education can satisfy our deep need to know about other people and places, the natural environment, social environments, the capacity of the earth to support human life, and to enhance our perception of places and people on a global scale.

ENVIRONMENT is the setting in which man lives. He has always been conscious of the environment, and particularly of the forces therein ... over which he has little, if any, control.

From the earliest times, people have adapted their way(s) of life to the natural environment, the habitat.[2] Freidrich Ratzel and other 19th Century environmental determinists believed that man must submit to the constraints of his natural lifespace environment; adapt in order to survive as individuals and as a species.

Man is surrounded by people, objects and nature. These three things help decide the way in which man lives. Environment has a great part in determining how a society meets its needs and develops its culture.[3]

The environment provides conditions that may encourage or discourage cultural change. The physical environment can provide natural disasters which cause immediate change in the culture,[4] but such disasters can also stimulate long-range changes.

Lucien Febvre, Vidal de la Blanche and others implicitly denied that the environment was always compulsive. The natural environment presents man with a number of possibilities from which he can choose a course of action. He can adapt to his lifespace ... while possessing the ability and knowledge to initiate change and, to a degree,

manipulate the surroundings to his liking.[5]

As man's knowledge has grown, he has become better able to make the environment meet his needs. Earliest man was very dependent on his environment. When man learned to farm, make simple tools and build houses, he began to make the habitat work for him.[6]

Today, man is faced not only with an immensely diversified global society, but with an environment much of which has long since ceased to be natural, which bears the heavy imprint of man.[7]

An individual's surroundings, people, places, and things affect his/her behavior. As one encounters different people and situations behavior change occurs. Cultural geography is the study of the ways people live in different environments: how groups of people and related cultural phenomena interact with the locations in which they are found.

There are several 'empty areas' on Earth which man has deliberately shunned. Because of unfavorable climate and terrain, human groups have decided not to inhabit certain regions of the earth's surface.

Around the Artic Sea there is a great peripheral waste which includes Greenland, much of Canada, Alaska and Siberia, a region of snow and ice and tundra ringed

by dense taiga forest land. Another group of inhospitable regions consists of the hot and temperate deserts and scrublands, where lack of moisture often coupled with great heat are forbidding obstacles. North of the equator this belt is dominated by the Sahara and Saudi Arabia: but almost as difficult are parts of Inner Mongolia (Gobi), Tibet, the Aral basin, and the arid regions of the southwest of the United States. South of the equator the Kalahari, vast areas of west and central Australia, and the Atacama desert, are relatively uninhabited. A third region which has proven difficult to man is the zone of tropical rain forests. Amazonia and parts of southeast Asia are conspicuous examples. Lastly, there are empty areas which reveal man's difficulties in conquering altitude.

note

The INTEGRATED INSTRUCTION AND LEARNING ENRICHMENT FORMAT employed with OUR COMMON HOME: EARTH provides the basis for lesson/unit organization and execution .

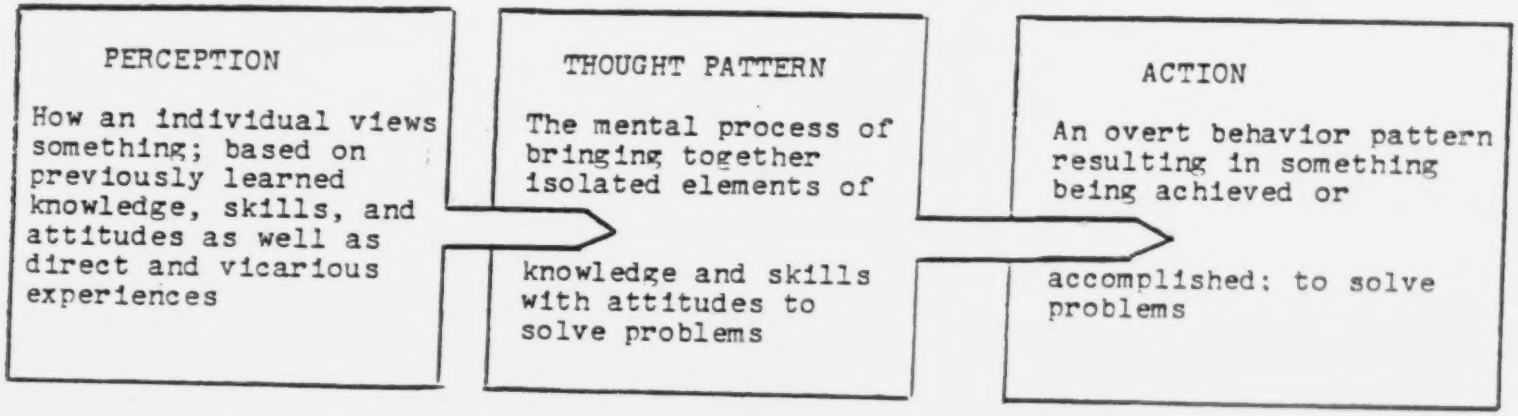
Flowing from left to right: from CONCEPT through EVALUATION, goals/objectives/activities/materials/ evaluation strategies are designed to compliment each concept studied ... and to provide students with direct/vicarious exposure to global lifespace environments .

Our Common Home

ENVIRONMENTS

The Humans and Environment Learning Program is designed to create a multi-grade scope--and--sequence re: student awareness of/ exposure to/ interaction with diverse global (natural and social) environments both directly and vicariously.

The PROACTIVE ACTION MODEL (PAM) is used to involve students in inquiry-critical thinking-decision making activities and skills application/reinforcement and refinement projects.


PERCEPTION
How an individual views something; based on previously learned knowledge, skills, and attitudes as well as direct and vicarious experiences
THOUGHT PATTERN
The mental process of bringing together isolated elements of knowledge and skills with attitudes to solve problems
ACTION
An overt behavior pattern resulting in something being achieved or accomplished: to solve problems

Our Common Home: Earth is a series of global education instructional units for grades three through six. Our Common Home: Earth provides opportunities for student study of the character/nature of ... natural/social environments within the context of our contemporary world.

As a result of his/her involvement with Our Common Home: Earth, the individual student will:

a) gain exposure to diverse global environments;

b) be introduced to basic concepts re: natural and social environments;

c) develop perceptions re: global environmental relationships;

d) develop geography skills;

e) develop critical thinking/decision making/ research skills;

f) develop an understanding of how other human groups live;

g) develop an understanding of the relationship between their present lifespace environment and the world community.

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
ENVIRONMENT	Natural Habitats	Students will demonstrate an understanding of the nature/character of diverse global natural habitats.	Students will: * define, in essay form or matching, what EMPTY AREAS are in global natural habitats. . Deserts . Mountains . Polar Caps . Seas . Tropical Forests * areas or zones where few, if any, humans live and function on a day-to-day basis describe the major EMPTY AREAS in global natural habitats ... and give specific examples of each.	A geographical study of the global environment; land forms bodies of water topography geology climate vegetation A study of global natural resources; soil timber minerals water wildlife A study of selected contemporary cultures and societies in EMPTY AREAS

ACTIVITIES	INSTRUCTIONAL MATERIALS		ENRICHMENT	EVALUATION
	PRINT	NON-PRINT		
Films/filmstrips/ slides/video tapes are used to introduce students to diverse natural habitats. Using an atlas, globes, and/or maps, students locate major EMPTY AREAS. Using an atlas, globes, and/or maps, students specify continents and countries in which major EMPTY AREAS are found. Students research specific EMPTY AREAS and develop reports. Students are taken to nearby natural areas which characterize, in some way, specific EMPTY AREAS.	BARTHOLOMEW WORLD TRAVEL MAPS • Africa • China • Indian Sub-Continent • Middle East • South America GOODE'S WORLD ATLAS 1982 Globes Books on geology Books on animals NATIONAL GEOGRAPHIC issues (for example) August 1985 "Fossils..." 182 - 192 November 1985 "Canada's Icy Wilderness Park: KLUANE" 630 - 653	NATIONAL GEOGRAPHIC specials* and other television programs depicting the nature/ character of global environments An Introduction to Ecology: Six Basic Systems EyeGate (f/c) * EXPLORER series on Nickelodeon cable network	Bulletin board displays re: EMPTY AREAS Interviews with exchange students/ other individuals who live/have lived in EMPTY AREA regions Students who have visited EMPTY AREA regions discuss their impressions with the class	Reports Group work Independent study Quizzes/Tests Writing quality Art work; self expression

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
ENVIRONMENT	Human Adaptation	Students will demonstrate an understanding of the need for humans to adapt to natural surroundings for purposes of survival. Students will demonstrate an understanding of how the process of adaptation has affected human cultural/societal development throughout history.	Students will: characterize, in essay form, the daily existence of humans in selected regions of the global environment. For example: cave dwellers medieval serfs American pioneers modern-day man in artic regions, rural Africa and Central/South America, and the Pacific islands as well as Asia.	Historical study of selected groups of people; cultures/societies ... on a global scale.

ACTIVITIES	INSTRUCTIONAL MATERIALS		ENRICHMENT	EVALUATION
	PRINT	NON-PRINT		
Films/filmstrips/ slides/video tapes are used to introduce students to the cultural development of humans throughout history. Students will , study the effects of natural environments on human: . shelter . diets . agriculture . family unit . social institutions . clothing; types/amounts . tools/weapons . social organization . division-of-labor . religion/ worship Field trip to a museum ... to observe cultural artifacts and to learn about human cultural development.	NATIONAL GEOGRAPHIC (for example) August 1985 "The Land Where the Murray Flows" 252 - 278 September 1985 "Humboldt's Way" 318 - 349 November 1985 "The Search for Our Ancestors" 560 - 623 "Homo Erectus Unearthed" 624 - 629 PLANTS, MAN AND THE ECOSYSTEM Wadsworth 1970 THE NAKED APE Desmond Morris	CONCEPTS IN ECOLOGY Centron Educational Films DISCOVERING LIFE AROUND US Encyclopaedia Britannica (f/c) SEASONAL CHANGES IN PLANTS McGraw-Hill (film) OUR ENVIRONMENT EMC Corporation POPULATION ECOLOGY Encyclopaedia Britannica (film)	Reports re: human cultural development throughout the ages. Bulletin board displays and graphic depictions of human demography e.g., charts/graphs/ maps. Bulletin board displays and graphic depictions of human species adaptation to natural environments. Scrapbook collection of anthropological studies re: human species adaptation to natural global environments.	Reports Independent study Group Activities Quizzes/Tests Writing quality; self expression Art work; self expression

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
ENVIRONMENT	Human Influence	Students will demonstrate how, over the course of recorded history, man has developed the capacity to alter the natural state in order to provide opportunities for human habitation and cultural/ social development on a global scale.	Students will: characterize, in essay form, the effects of man's inventions/ technology on human life styles in diverse natural environments. characterize, in essay form, changes or modifications man has made in selected global natural environments. NOTE: Narratives can be supplemented with audiovisual materials.	Historical study of man's inventions; from earliest cave man's tools to space exploration and 'star wars' technology. . The impact that certain inventions/ processes have had upon global natural lifespaces . The impact that certain inventions/ processes have had upon human cultural development

ACTIVITIES	INSTRUCTIONAL MATERIALS		ENRICHMENT	EVALUATION
	PRINT	NON-PRINT		
Films/filmstrips/ slides/video tapes are used to expose students to human influence on natural global environments, e.g. Middle East Central/South America Field trip to a reclamation project, an urban development site, a rural development project, etc. Field trip to a large metropolitan area ... to observe daily lifestyles Field trip to an historic restoration or to a site to observe how others lived Students are taken to nearby areas to conduct archaeological studies	BEHAVIOR AND ENVIRONMENT Plennum Press 1971 THE FRAIL OCEAN Ballantine Books 1969 OUR PLUNDERED PLANET Pyramid Pubs. 1968 MAN AGAINST HIS ENVIRONMENT Ballantine Books 1970	Man and His Resources McGraw-Hill (film) Ecological Imbalance: Six Systems Disturbed EyeGate (f/c)	Create a play to depict the several stages of human cultural development throughout the ages. Performances can be videotaped. Reports developed as a result of direct, field-based exposure to natural/social environments. Interviews with community planners re: environmental stewardship, development plans, etc. Reports can be developed.	Reports Independent study Discussions Quizzes/Tests Writing quality; self expression

S T A T E M E N T

As a student progresses through the several grades, there is a need for him/her to develop basic skills which will enable that person to mentally develop spatial relationships between diverse global environments and/or culture groups . Geographic education is the means by which goal achievement can occur .

As a student progresses through the several grades, there is a need for him/her to develop a basic understanding of the relationships between humans and their natural/social lifespaces as well as between culture groups ... in the economic, political, and social arenas of day-to-day coexistence on OUR COMMON HOME: EARTH . Sociology blended with ecological studies is the means by which goal achievement can occur .

Blended together, geographic education, ecological studies, and a sociological perspective can enhance student awareness of/ exposure to/ direct or vicarious interaction with natural and social lifespace phenomena on a global scale . Students perceive the differences and similarities of natural environments and cultures, worldwide . They come to understand the characteristics of diverse settings and learn to appreciate the uniqueness of diverse culture traits .

Why do Hindus believe in reincarnation ? Why do some societies practice polygamy ? Why are women considered to be inferior to men ... in some societies ? Why, in some societies, are individuals considered guilty until proven innocent ? Why are some people nomadic ?

There are endless hundreds of questions to be posed by students as they study the nature and character of diverse global natural/social environments .

Students must learn, through a process of exposure to/interaction with global environments, of the day-to-day interrelationships/interdependence of natural/social lifespace phenomena.

By developing a perspective of what we are; humans as part of nature's scheme, and where we are; humans as inhabitants of nature's global lifespace, the individual learner begins to better understand who we are; a species with the potential to improve or destroy all that is our collective existence.

Each individual begins to better understand that the WHO I AM quality of human life is WHAT I AM; the character/unique qualities of the individual that makes him/her distinct and different from all others of the species in some way.

The individual learner can only develop an understanding of the WHO I AM quality by comparing himself/herself with others; past and present, within the arena of global interaction through continuous-integrated-sequential study throughout the several grades of public school education.

END - NOTES

1 Commission on International Education. What We Don't Know Can Hurt Us (Washington, DC: American Council on Education, 1984) pg. 2.

2 Erwin Rosenfeld and Harriet Geller. Afro-Asian Culture Studies (Woodbury, NY: Barron's Educational Services, Inc., 1976) pg 3.

3 John J. Bonstingl. Introduction to the Social Sciences (Boston: Allyn and Bacon, 1985) pg 201.

4 W. LaVerne Thomas and Robert J. Anderson. Sociology: The Study of Human Relationships (New York: Harcourt Brace Jovanovich Publishers, 1982) pg 42.

5 Emrys Jones. Human Geography: An Introduction to Man and His World (New York: Praeger Publishers, 1964) pg 14.

6 Rosenfeld and Geller, pg 3.

7 Jones, pg 17.

8 Ibid., pgs 24 - 25.